

THE GEORGE WASHINGTON UNIVERSITY  
Washington, D. C.

MINUTES OF A REGULAR MEETING OF THE  
FACULTY SENATE HELD ON APRIL 13,  
1973, IN THE FACULTY CONFERENCE ROOM,  
SIXTH FLOOR, LIBRARY

- 1 The meeting was called to order at 2:15 p.m., by President Elliott, who presided.

Present: President Elliott, Registrar Houser, Parliamentarian Stevenson, Angel, Birnbaum for Feffer, Black, Breen, Brenner, Burns, Cassidy, Eisenberg, Harris, Highfill, Hill, Kaye, Kirsch, Tillman, Linden, Naeser, Nash, Rutledge for Linton, Schiff, Schmidt, Schwoerer, Smith, Solomon, Stevens, and Tsangaris.

Absent: Provost Bright, Allen, Barrett, Dockeray, Foa, R. Kramer, Liebowitz, Morgan, Parrish, and Sapin.

- 2 The minutes of the regular meeting of March 9, 1973, were corrected by the Secretary by striking the word "Employment" which appears in Lines 13, 17, and 19 on Page 3. It was then moved and seconded that the minutes be approved, as corrected, and they were approved unanimously.

3 a. Professor Stevens, on behalf of the Executive Committee, moved the adoption of Resolution 73/3, "A Resolution to Extend the Joint Committee of Faculty and Students," and Professor Nash seconded the motion. After discussion by Professor Marinaccio, the question was called and the resolution was passed unanimously.

b. Professor Stevens, on behalf of the Joint Committee of Faculty and Students, moved the adoption of Resolution 73/4, "A Resolution to Establish Rules for Student Academic Discipline," and Professor Harris seconded the motion. Professor Stevens stated that the Joint Committee accepted the amendments proposed by the Executive Committee, included with the agenda. Professor Stevens moved the adoption of the amendments and Professor Harris seconded, and, without objection, the amendments were included with the resolution. Mr. Bruce Merwin, member of the Subcommittee on Academic Affairs of the Joint Committee of Faculty and Students, was given the floor to speak in support of the resolution. Mr. Merwin stated that the Joint Committee had devoted many hours to the drafting of the resolution. He said the matter originally had been raised by Professor Schwoerer who asked Professor Stevens to look into the problem of academic dishonesty. The Executive Committee had referred the matter to the Joint Committee which delegated the responsibility to its Subcommittee on Academic Affairs. The Subcommittee, after considerable debate and discussion, had determined upon Resolution 73/4. Mr. Merwin felt that the specific advantages of this resolution were (1) to define cheating and plagiarism; (2) to show the students that the University "meant business" with regard to academic dishonesty; and (3) to present an orderly system of proceedings to handle charges. Additional comments were made by Messrs. Merwin, Bumgarner, Professors Nash, Highfill, Schiff, Schwoerer, Cassidy and Harris; much of the discussion was in response to a memo to Faculty Senate Members from Professor DePauw concerning Resolution 73/4. [The memo was distributed at the meeting to the Senate members and is attached hereto and made a part of these minutes.]

Professor Schwoerer moved to recommit the resolution, and Professor Nash seconded. After discussion by Professor Smith, Dean Burns, Professor Schmidt, Registrar Houser, Professors Linden, Highfill, Hill, Schwoerer, Cassidy, and Marinaccio, the question was called, the motion to recommit was put, and carried unanimously.

- 4 The Annual Report of the University and Urban Affairs Committee was received and placed on file.
- 5 On behalf of the Executive Committee, Professor Stevens moved the nomination for membership on the various committees as presented in the agenda:

- a. Joint Committee of Faculty and Students: Marcella Brenner (Co-Chairman), Diane M. Brewer, T. F. Courtless, Steven A. Grant, Edwin J. B. Lewis, Anthony Marinaccio, and Benny Waxman.

- b. Administrative Standing Committees:

Judicial System: Louis J. Harris (Chairman), Linda G. DePauw, and Robert M. Dunn, Jr.

Student-Faculty Committee on Appeals: Elyce Z. Ferster (Chairman), John P. Reesing, Jr., Norayr K. Khatcheressian, and Charles T. Stewart, Jr.

- c. Presidential Appeals Board: Leroy S. Merrifield, Presson S. Shane, M. Elizabeth Tidball, and Reuben E. Wood.

- d. Program Board: Astere E. Claeysens, Jr.

- e. Faculty Trustee Member of the Board of Trustees of the Consortium of Universities: Reuben E. Wood

- f. Senate Committees:

Public Ceremonies: Paul Calabrisi and M. Elizabeth Tidball

Appointment, Salary and Promotion Policies: Richard D. Walk

Additional nominations were made from the floor: Professor Kaye nominated Paula R. Kaiser to the University Development and Resources Committee, and Professor Schwoerer nominated Joseph Aschheim to the Appointment, Salary and Promotion Policies Committee. The entire slate, together with the nominations from the floor, was elected unanimously.

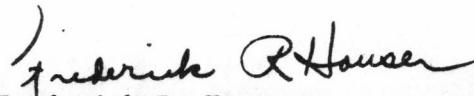
- 6 Under Brief Statements, Professor Nash reported on the activities of the Steering Committee for the All-University Assembly. The Committee began its function in October, and the membership consisted of seven faculty, seven students, four administrators, four alumni, and one non-academic staff member. At an open meeting Friday, April 6, 1973, the Committee made several decisions. Professor Nash reported that his Committee had no intention of finding a way to bypass the Senate but recommended thorough discussion and debate of the issues at hand. Professor Nash said that the Committee believed that the best procedure to determine Faculty opinion would be to take a mail poll of the entire Faculty. The Committee has tentatively decided to expand the Senate into a broader-based All-University Assembly, and the Committee will present

a thorough report as to why it came to that conclusion. A copy of such report will be sent to all Faculty members with the hope for a wide-open discussion of the pros and cons at the beginning of the Fall Semester. Professor Nash urged all members of the Faculty not to take a firm decision on the matter until they had read the report. The Committee had considered a number of alternatives which other universities had tried, and felt that this was the best possible proposal for George Washington University at this time. He stated that though there were tensions between students and faculty and administration, the Committee, after meeting together for six months, did work together effectively to arrive at something approximating a consensus position.

Professor Moser directed a question to President Elliott. The question concerned the disposition by the Administration of the December 1971 Faculty Senate resolution endorsing the recommendation in the Report of the Commission on Governance of the University which states: "An agency of student government should be reconstituted to provide a means to formulate and reflect student opinion." President Elliott replied that the proposal to reconstitute a student government had been submitted twice to the student body and had been voted down twice by a sizable majority. President Elliott stated that he did not feel that it was in order for the President to impose further on the student body. Professor Moser inquired if the All-University Assembly had been submitted to the student body. President Elliott replied he did not know. The President confirmed Professor Moser's statement that although the specific proposal for ~~\*an All-University Assembly submitted to the Faculty Senate~~ was turned down on two occasions that did not deter the President from appointing a Steering Committee. Professor Nash stated that both the alumni and students would have an opportunity to present their views to the Steering Committee.

Professor Stevens inquired whether the Steering Committee had considered the responsibilities placed upon the Executive Committee of the Faculty Senate by the Code and Ordinances of the University and whether the Steering Committee had given consideration to grievance procedures for aggrieved Faculty provided by the Code and Ordinances. Professor Nash replied that the basic decisions had been made and that four sub-committees were working to come to grips with such questions as Senate Committees and Presidential Committees. Professor Stevens asked that the Steering Committee give special attention to the role provided by the Code and Ordinances to the Professional Ethics and Academic Freedom Committee. Professor Nash said that the question had been discussed on several occasions. Professor Highfill called the attention of the Steering Committee to the lead article in the current Bulletin of the AAUP, and requested consideration of what had happened at Berkeley in the last seven years.

- 7 Upon motion made and seconded, the President adjourned the meeting at 3:07 p.m.

  
Frederick R. Houser,  
Secretary

\*adding student members to the Faculty Senate submitted to the Faculty Assembly

A RESOLUTION TO EXTEND THE JOINT COMMITTEE OF FACULTY AND STUDENTS (73/3)

WHEREAS, The President often seeks the advice of faculty and students; and

WHEREAS, The Statement of Student Rights and Responsibilities emphasizes "the student body shall have clearly defined means, including membership on appropriate committees and administrative bodies, to participate in the formulation and application of institutional policy affecting student affairs"; and

WHEREAS, A recognized need exists for a joint body of faculty and students to consider policy directly affecting student relations; and

WHEREAS, Students have demonstrated their interest and competence in serving on faculty/student committees; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the Joint Committee of Faculty and Students established by Senate Resolution 69/6 and extended for one year by Senate vote on April 13, 1972, be continued for another year; and
2. That the student members of the Joint Committee be nominated by the Student Nominating Board and appointed by the President.

Joint Committee of Faculty and Students  
March 30, 1973

Adopted April 13, 1973



THE GEORGE WASHINGTON UNIVERSITY  
Washington, D. C.

MEMORANDUM

April 11, 1973

TO: Faculty Senate Members

FROM: Linda G. DePauw, Associate Professor  
History Department

RE: A Resolution to Establish Rules for Student Academic  
Discipline

I have two objections to this Resolution. The first involves what seems to me a perverse orientation toward punishment rather than toward prevention, and the second involves the eccentric distinction between "plagiarism" and "cheating."

1. The main purpose of having a University statement on academic dishonesty, it would seem to me, is to educate our students. Cheating is so common in American high schools that many students enter college without ever being told that cheating is unacceptable in a serious academic environment. They have frequently been told only that "cheats cheat no one but themselves," and so conclude that if they, as individuals, are willing to accept the consequences of "being cheated" in return for a better grade in a course with less work, that they have no moral obligation to be honest. Obviously, it would be unfair to hold such students to strict observance of academic honesty without making it very clear what academic honesty means in the minds of faculty at a respectable University.

It seems to me that the proposed rules fail to fulfill this educative function. I have done a good bit of reading on the subject of academic dishonesty and have had my share of practical experience, but, after reading points 1, 2, and 3 of the proposed rules, I felt thoroughly confused. What is "work copied in expression or structure?" If I write a sonnet without citing Petrarch or Shakespeare, am I doing something wrong? Suppose I use the MLA Style Sheet, must it go into my bibliography? Or suppose I just copy the form of my footnotes out of an old copy of the American Historical Review? Is that cheating? Or plagiarizing? Had I approached these three paragraphs ignorant of such basic matters as the function of quotation marks ("I thought you just need them for emphasis." I thought you don't need them if you use a footnote." "I thought you only use them if you copy a whole sentence.") or of footnotes ("I thought you only need them for direct quotation." "I thought you don't need them if you list the book in the bibliography."), I would not have been helped.

Had educating our students been the prime interest of those drafting the Resolution, I believe their definitions would have been more precise and more clearly worded. Three-quarters of the Resolution deals with the problem

of protecting a student's rights once he has been accused of some questionable activity. Important as such procedural matters may be — and I would be the first to agree that our present means of enforcement are unworkable — it is not the most important problem. We are not currently troubled by large numbers of trivial cases being brought by professors or of students complaining of lack of due process. We are troubled by an open, unashamed, trade in second-hand term papers that tempts the morally-weak student and demoralizes the hard worker. Our need is to educate our students to the value the academic community places on intellectual honesty so that they may use their intelligence to avoid questionable activity and, hopefully, develop repugnance for such activities.

2. I see two pernicious consequences following from the Resolution's unusual distinction between "plagiarism" and "cheating." The first should anger the faculty and the second should anger the students.

A. "Plagiarism" as defined in Section 2 includes all forms of failure to give proper credit to a source that are not a result of an "intent to deceive." In other words, "plagiarism" means committing a technical error due to ignorance or carelessness. Common examples that spring to mind are placing the footnote number before rather than after the material to which it applies, misplacing a quotation mark so that one or two unimportant words ("the," "it," "and") at the beginning of a direct quotation are cut off, or misnumbering footnotes so that citations do not indicate the proper source. Such errors, it seems to me, are in the same category with spelling errors, use of eccentric abbreviations, or fouled-up syntax. They are not an offense against the University: they are not an offense against the College; they are an offense solely to the good taste of the instructor. It is the duty and privilege of an instructor to grade down when his good taste is offended. He may indeed "punish" such offenses by failing the work submitted, or he may apply lesser penalties ("five points off for every spelling error"). It seems to me a clear violation of academic freedom to force a professor to justify his grading practices in such cases before a "hearing panel." If a professor is teaching his students how to acknowledge sources according to the conventions of a particular discipline and a student fails to learn, that is a matter of concern to no one but the student and the professor.

B. "Plagiarism" is a word with highly unpleasant connotations that cannot be defined away. Calling a student a "plagiarist" is not at all the same as calling him a "rotten speller" or a "lousy typist," or even "a damned fool." "Plagiarism" implies dishonesty, it implies cheating. Were I a student I would be deeply offended by the suggestion that putting my footnote number at the wrong end of a sentence or getting my final quotation mark on the wrong side of a comma was some sort of "offense against the degree-granting school or division." I might feel it perfectly proper for the professor to make insulting red marks all over the paper and even to fail me if I were stupid or careless. But I would be outraged to be called a plagiarist. It would not make me feel better to know I had the option of assembling a "hearing board" before which I could defend my dumb mistakes.

I see no way of making this Resolution workable by amendment. I think it is worse than useless as it stands. I hope it will be returned to Committee.

THE GEORGE WASHINGTON UNIVERSITY  
Washington, D.C.

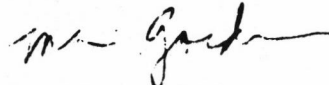
Committee on University & Urban Affairs

ANNUAL REPORT  
1972-73 SESSION

The Committee is currently examining the degree to which involvement in professional, off-campus community and personal service is considered central to our academic programs. It is the objective of the Committee (1) to formulate a comprehensive definition and (2) to recommend the establishment of University guidelines in evaluating achievement of faculty in this regard.

To accomplish these goals, the Committee is canvassing a selected sample of University administrators and faculty members to ascertain their views concerning community and personal service in relation to curricular programs. It is anticipated that this work will be carried forward into the Fall, 1973 semester.

Respectfully submitted,



Marvin Gordon  
Acting Chairman

The Committee:

Dorn McGrath  
Honey Nashman  
Clarence Mondale  
Ruth Osborn  
Thomas Shworles  
Daniel Sinick  
Christopher Sten  
Richard Stephens

Ex Officio: Louis Mayo

March 13, 1973

1. The first part of the report is a general introduction to the subject of the study.

2. The second part of the report is a detailed description of the methods used in the study.

3. The third part of the report is a discussion of the results of the study.

4. The fourth part of the report is a conclusion and a list of references.

5. The fifth part of the report is a list of references.

6. The sixth part of the report is a list of references.

7. The seventh part of the report is a list of references.

8. The eighth part of the report is a list of references.

9. The ninth part of the report is a list of references.



THE GEORGE WASHINGTON UNIVERSITY  
Washington, D. C.

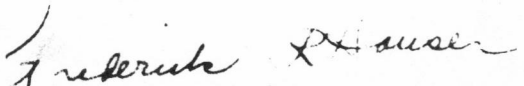
The Faculty Senate

April 4, 1973

The Faculty Senate will meet on Friday, April 13, 1973, at 2:10 p.m., in the Faculty Conference Room on the sixth floor of the Library.

AGENDA

1. Call to order
2. Minutes of the regular meeting of March 9, 1973
3. Resolutions:
  - (a) A RESOLUTION TO EXTEND THE JOINT COMMITTEE OF FACULTY AND STUDENTS (73/3), Joint Committee of Faculty and Students
  - (b) A RESOLUTION TO ESTABLISH RULES FOR STUDENT ACADEMIC DISCIPLINE (73/4), Joint Committee of Faculty and Students, with recommendations for amendments as submitted by The Executive Committee
4. Reports:
  - (a) Annual Report: University and Urban Affairs Committee
5. General Business:
  - (a) Contingent upon action taken in 3(a), nomination and election of Faculty Co-Chairman and six faculty members for the Joint Committee: Marcella Brenner (Co-Chairman), Diane M. Brewer, T. F. Courtless, Steven A. Grant, Edwin J. B. Lewis, Anthony Marinaccio, and Benny Waxman
  - (b) Nomination for appointment by the President to the following Administrative Standing Committees: Judicial System: Louis J. Harris (Chairman), Linda G. DePauw, and Robert M. Dunn, Jr.; Student-Faculty Committee on Appeals: Elyce Z. Ferster (Chairman), John P. Reesing, Jr., Norayr K. Khatcheressian, and Charles T. Stewart, Jr.
  - (c) Nomination for appointment by the President to the Presidential Appeals Board: Leroy S. Merrifield, Presson S. Shane, M. Elizabeth Tidball, and Reuben E. Wood
  - (d) Nomination for appointment by the President to the Program Board: Astere E. Claeysens, Jr.
  - (e) Nomination and election of Reuben E. Wood as Faculty Trustee Member of the Board of Trustees of the Consortium of Universities
  - (f) Nomination and election of Paul Calabrisi and M. Elizabeth Tidball to the Public Ceremonies Committee; nomination and election of Richard D. Walk to the Appointment, Salary and Promotion Policies Committee
6. Brief Statements
7. Adjournment

  
Frederick R. Houser,  
Secretary

A RESOLUTION TO EXTEND THE JOINT COMMITTEE OF FACULTY AND STUDENTS (73/3)

WHEREAS, The President often seeks the advice of faculty and students; and

WHEREAS, The Statement of Student Rights and Responsibilities emphasizes "the student body shall have clearly defined means, including membership on appropriate committees and administrative bodies, to participate in the formulation and application of institutional policy affecting student affairs"; and

WHEREAS, A recognized need exists for a joint body of faculty and students to consider policy directly affecting student relations; and

WHEREAS, Students have demonstrated their interest and competence in serving on faculty/student committees; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

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2. That the student members of the Joint Committee be nominated by the Student Nominating Board and appointed by the President.

Joint Committee of Faculty and Students  
March 30, 1973

A RESOLUTION TO ESTABLISH RULES FOR STUDENT ACADEMIC DISCIPLINE (73/4)

WHEREAS, Academic dishonesty and the basic procedures for punishing it are not now defined for the University as a whole; and

WHEREAS, The Joint Committee of Faculty and Students has been given the task of presenting the Executive Committee of the Faculty Senate with proposed definitions and procedures; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends the adoption of the following rules for Student Academic Discipline:

1. Original Work. When a student submits for academic credit any material in a form capable on a later occasion of being read, viewed, or heard, the student is understood to represent, "This material is my own original work," with the exception of any work copied in expression or structure that the student concurrently identifies and credits to others. It is the duty of every student not only to comply with the definition of "original work" but to learn and observe the requirements of good practice set forth by individual faculty members and programs.

2. Plagiarism. A student who submits as original work for academic credit any material that misrepresents the extent to which others have contributed to it performs an act of plagiarism. Plagiarism is an offense against the degree-granting school or division; it is punishable at most by loss of credit for the work submitted, together with whatever consequences the loss of credit may have upon the grade in course or other academic requirements.

3. Cheating. A student who submits as original work for academic credit any material that misrepresents the extent to which others have contributed to it, with intent to deceive a member of the faculty, performs an act of cheating. Cheating is an offense against the University; it is punishable at most by dismissal from the University. Notation of academic dishonesty shall be entered on a student's records only as punishment for cheating.

4. Proceedings.

(a) Faculty Rights and Responsibilities. A faculty member has the right to confer with a student over a matter of possible academic dishonesty and to treat the matter not as one of academic dishonesty but as one of failure to comply with academic requirements. A faculty member has the professional responsibility to request that the student be charged in a clear case of cheating.

(b) Preparation of Charges. The first step in proceedings is a request by a faculty member or the student that the school or division prepare a charge or charges against the student. If the school or division determines that there is enough evidence to warrant proceeding, it shall take the second step of preparing the charge in writing.

(c) Pre-Hearing Procedures. Reasonably soon after a charge has been prepared, the student shall be given the charge in writing, together with the names of the accusers and adverse witnesses. The student shall be given access to the material allegedly misrepresented and to the adverse witnesses. At any point after a charge has been prepared, the student may plead guilty to the charge or to some other charge, or the school or division may dismiss the charge.

(d) Formal Hearing or Informal Hearing. Not sooner than five calendar days after receiving the charge, and not later than a later date specified in the charge, the student must exercise the option to require a Formal Hearing under the provisions of Article V of the Statement of Student Rights and Responsibilities; otherwise, the hearing shall be an Informal Hearing.

(e) Informal Hearings. In an informal hearing, the school or division shall establish the membership of the hearing panel (which at the request of the student will include a student voting member), arrange the hearing at a time and place reasonably convenient to all parties, and conduct the hearing fairly and with a minimum of legalism. The student shall have a reasonable amount of time to prepare the defense, and the hearing shall take place within a reasonably short time under the circumstances. At the hearing the student may be accompanied and advised by another person, may present witnesses and question adverse witnesses, and may testify but refuse to answer questions. The hearing panel shall give the student prompt written notice of its decision.

(f) Duty of Others to Cooperate. Any person having a formal connection with the University has the duty to cooperate with the investigation and hearing of charges and may be summoned by the hearing panel to give testimony at the request of any person concerned in preparing, defending, or hearing a charge.

#### 5. Charges, Findings, and Other Proceedings.

(a) Charges. A student may be charged with either plagiarism or cheating or both of them. A student charged with cheating may be found guilty of plagiarism. A student who cooperates with some other student to enable the other student to plagiarize or cheat may be charged with and found guilty of plagiarism or cheating independently of charges, if any, brought against the other student.

(b) Findings. A finding of guilt must be supported by clear and convincing proof of guilt of every element of the charge, and every fair doubt shall be resolved in favor of the student. Every element of the offense charged may be found by inference from circumstantial evidence, including the intent to deceive in cheating.

(c) Academic Standing During Proceedings. No student charged shall be suspended from any academic activity until the hearing panel finds



him guilty of a charge. With regard to the Registrar and the student's permanent academic record, no notice shall be entered upon filing of a charge or upon a finding of not guilty; the record of a student who withdraws while charges are pending shall bear a notice to that effect; the student shall not graduate until pending charges are disposed of; and guilt of charges shall be noted on the permanent academic record.

(d) Appeals. Appeals from the decision of the hearing panel shall be taken according to a system to be established by the Committee on the Judicial System.

Joint Committee of Faculty and Students  
March 22, 1973

Recommendations by The Executive Committee for Amendments to Resolution (73/4)  
[A Resolution to Establish Rules for Student Academic Discipline]

Amendment No. I:

Deletion of WHEREAS clauses

Amendment No. II:

Paragraph 3, Cheating, Line 4, insert the words "the degree-granting school or division" after the word "against."

Amendment No. III:

Paragraph 4, Proceedings:

Sub-Paragraph (d) Formal Hearing or Informal Hearing, Line 1, strike the word "sooner" and substitute "later" and strike the word "five" and substitute "ten": Lines 2 and 3, strike the words "and not later than a later date specified in the charge."

Sub-Paragraph (f) Duty of Others to Cooperate, Line 4, insert the words "relating to matters included in the charge" after the word "testimony."

Amendment No. IV:

Paragraph 5, Charges, Findings, and Other Proceedings:

Sub-Paragraph (d) Appeals, Lines 2 and 3, strike the words "according to a system to be established by the Committee on the Judicial System" and substitute "to the Student-Faculty Committee on Appeals."

The Executive Committee  
March 30, 1973

THE GEORGE WASHINGTON UNIVERSITY  
Washington, D.C.

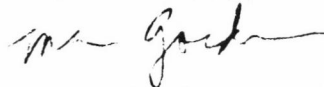
Committee on University & Urban Affairs

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Respectfully submitted,



Marvin Gordon  
Acting Chairman

The Committee:

Dorn McGrath  
Honey Nashman  
Clarence Mondale  
Ruth Osborn  
Thomas Shworles  
Daniel Sinick  
Christopher Sten  
Richard Stephens

Ex Officio: Louis Mayo

March 13, 1973

